

JOB DESCRIPTION



Early Childhood Behavior Specialist (New)

Exempt ()
Non Exempt (X)

7/20/20
Date

Program
Classification Series

General Definition

Under the supervision of the Disabilities/Mental Health Manager, the Early Childhood Behavior Specialist provides behavior management support to teaching staff and children to ensure safety and compliance of Head Start Performance Standards in the classroom. In collaboration with the Mental Health/Disability Manager and the Mental Health Consultant, the Early Childhood Behavior Specialist (ECBS) provides hands-on support for children with behaviors that interfere or limit their ability to participate and optimally learn in the classroom, routines, or pose a safety/health risk to themselves or others. The role of the ECBS is to promote social, emotional, physical and intellectual growth of the child through team work, ECBS-Parent-Teachers collaboration.

SUPERVISION RECEIVED:

Disabilities/Mental Health Manager

WORK DIRECTION PROVIDED:

None

ESSENTIAL FUNCTIONS INCLUDE, BUT ARE NOT LIMITED TO:

1. Performs classroom observations of children referred for behavior and assists in developing Behavior Plans when appropriate;
2. Collects parent information, observation, and teacher feedback to determine strategies and behavior plan and utilizes the Teaching Pyramid to support children's social – emotional development;
3. Utilizes referral information for children needing further evaluation for services and provides family support through the referral process;
4. Provides classroom support to include classroom management and environmental interventions that support social-emotional well-being of the child; and
5. Supports teachers in the determination of age appropriate behaviors and atypical behaviors.

Typical Duties:

1. Develops relationship-based collaborations with teachers, parents, and other staff

2. Provides support to teaching staff for behavior management, to include the teaching pyramid, modeling appropriate behavior strategies and conducting child observations;
3. Completes individual observations, writes reports and communicates with teachers, team members, and the family;
4. Meets with teachers to develop individual intervention plans for behavior, and shares resources to support family with managing behaviors;
5. Support and provide staff training regarding early childhood behavior health and behavior strategies;
6. Communicates with teaching staff regarding progress and regressions;
7. Monitors and follows-up on child plans and implementation;
8. Maintains records of student's progress, services provided and behavioral data;
9. Produces requested reports, data entry and recordkeeping;
10. Provides individual support and role modeling to children and teachers by seeing them in schools/homes and helping them in reaching behavior plan goals; and
11. Performs other related duties as required.

Minimum Employment Qualifications/Competencies

EDUCATION AND EXPERIENCE: (Any combination equivalent to)

1. Minimum of Bachelor's degree in Early Childhood Education, Early Childhood Development, Child Development, or related field; and minimum of one year experience preferred working in an early childhood classroom and supporting children's social emotional development;
2. Knowledge and experience in working with Early Childhood Education; and
3. Intermediate to advanced computer skills, including the internet, and e-mail.

KNOWLEDGE AND ABILITIES:

Knowledge of:

1. Training and experience in areas that include theories and principles of child growth and development, early childhood education, and family support;
2. Child development and instructional theories and strategies;
3. Social services procedures, policies, and resources;
4. MS Word, Power Point, Intermediate Excel and Outlook;
5. Community resources and how to access services and maintenance of required documentation;
6. Standard record keeping including progress notes and maintenance of required documentation;
7. Human behavior and motivation;

8. Head Start / Early Head Start Program;
9. Second Language Acquisition; and
10. Leadership skills.

Ability to:

1. Utilize agency resources, technology and library to appropriately answer questions and provide guidance to teacher, education staff and parents;
2. Train and provide presentations to large and small groups;
3. Collaborate with and have working knowledge of local community resources related to Early Childhood Education Program Services;
4. Communicate (verbal and written) effectively and appropriately with others;
5. Work independently as well as in a team environment;
6. Sustain concentration and attention to detail and accuracy;
7. Prioritize and manage work load and deadlines;
8. Meet the needs of all children specifically those with, challenging behaviors, at risk, gifted and culturally diverse populations;
9. Utilize strong written, oral and interpersonal communication skills;
10. Utilize good organizational skills, and prioritize and complete tasks within specified time frames;
11. Be a team player;
12. Work in and provide leadership in a multi-cultural environment; and
13. Maintain confidentiality; and exhibit mature judgment and emotional stability.

COMPETENCIES:

To perform the job successfully, an individual should demonstrate the following competencies:

- **Positive, Goal-Oriented Relationships:** Engages in mutually respectful goal-orientated partnerships with families to promote parent-child relationships and family well-being.
- **Self-Aware and Culturally Responsive Relationships:** Respects and responds appropriately to the culture, language, values, and family structures of each family served.
- **Family Well-Being and Families as Learners:** Supports families' safety, health, financial stability, life goals, and aspirations.
- **Parent-Child Relationships and Families as Lifelong Educators:** Enhances parent-child relationship and supports parents' role as the first and lifelong educators of their children.
- **Family Connections to Peers and Community:** Facilitates networks and group activities that support families' strengths, interests, and needs.
- **Family Access to Community Resources:** Supports families in using community resources that enhance family well-being and children's learning and development.

- **Coordinated, Integrated and Comprehensive Services:** Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
- **Data Driven Services and Continuous Improvement:** Collects and analyses information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
- **Foundations for Professional Growth:** Participates actively in opportunities for continuous professional development.

PHYSICAL REQUIREMENTS:

1. Must be able to drive to sites, other agencies, and trainings;
2. Must have the ability to sit for extended periods;
3. Must be able to work at a computer for extended periods;
4. Occasionally must be able to stand and file miscellaneous documents in filing cabinet; and
5. Occasional bending, stooping and lifting up to 25 pounds.

DISCLAIMER:

“This job description is intended to convey information essential to understanding the scope of this position and it is not intended to be an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with this position. Nothing in the job description restricts AKA Head Start’s right to change, assign, or re-assign duties and responsibilities at any time for any reason.”

CERTIFICATION:

I certify that I have reviewed the role expectations of my position and understand the description of my job as outlined above.

Employee’s Printed Name: _____ *Date:* _____

Employee’s Signature: _____